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ABSTRACT

This is the third progress report on Orange Coast Junior College District's standardized data storage and retrieval system, a system that gives the District the ability to evaluate their programs and analyze student attrition. Progress Report I (ED 027 007) contains a description of the sample population, while Progress Report II (ED 035 410) contains a description of the information system and its operational characteristics. A recent evaluation of the system includes these findings: (1) students who filled out two questionnaires asking identical questions but with different formats, tended to respond differently in each case; and, (2) students who failed to return follow-up mail questionnaires, when contacted by phone, tended as a group to respond differently from those who answered by mail. Among the conclusions reached are: (1) the use of questionnaires or forms filled out by large numbers of students are not effective, and might be replaced by item-sampling techniques used in conjunction with in-depth interviews; and (2) potential user disagreement on uniform data formats, questionnaire items, and procedures restricts the effectiveness of proposed regional data centers. The appendix to this report includes illustrations of the information system, questionnaires and data reports. [Because of marginal reproducibility of original, this document is not available in hard copy.] (JO)

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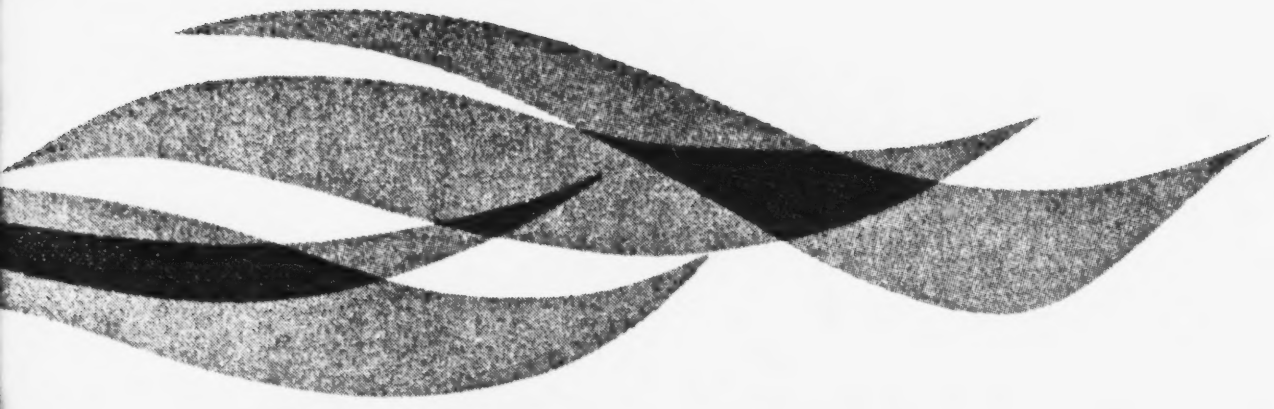

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PROJECT FOLLOW-THROUGH
PROGRESS REPORT III
JUNE, 1970

JC 700 169

UNIVERSITY OF CALIF.
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CLEARINGHOUSE FOR
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Orange Coast College
COSTA MESA

Golden West College
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ORANGE COAST JUNIOR COLLEGE DISTRICT

PROJECT FOLLOW-THROUGH

PROGRESS REPORT III

June, 1970

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PREFACE

This report summarizes two years of operations of Project Follow-Through, a project undertaken by the Orange Coast Junior College District with the support of the California State Department of Education, Bureau of Industrial Education. Much of the information in this report is presented in more detail in earlier documents produced by Project Follow-Through and frequent reference is made to these in the discussion.

Progress Report III includes an analysis of the data processing system developed and an evaluation of the systems, procedures, and results of the entire effort. In addition, recommendations with respect to the design and implementation of information systems for the purpose of community college research activities appear in the last section.

Richard W. Brightman

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I. PROJECT FOLLOW-THROUGH

Public and private efforts aimed and expanding educational opportunity and improving educational quality through massive expenditures of funds must be matched by equally massive efforts at evaluating educational programs and tailoring the education process to best fit the needs of society and of the students who are preparing for roles within society.

A prerequisite to evaluating educational programs is the availability to institutions who would perform such evaluation of an information system capable of providing the data needed for appropriate analysis. Also needed is a standardized, systematic means by which reports required by funding institutions can be prepared. Developing a data processing system which would serve these needs would do much to improve the efficiency with which public and private funds may be used to improve education.

The purpose of Project Follow-Through has been to develop an information system which would serve needs of both program evaluation and reporting purposes. Specifically, Project Follow-Through has been designed to produce the following:

1. An information storage and retrieval system providing data which can be used for important efforts at program evaluation and improvement.

2. A data processing system designed to produce necessary reports for reimbursed trade and technical programs.

3. Initial efforts at long-term, continuous study of student attrition.

4. Initial efforts at long-term, continuous evaluation of both vocational and general educational programs in terms of

a. Helping students to correctly assess their personal assets and opportunities.

b. Serving the needs of students in meeting their educational goals.

c. Serving the needs of the community by providing individuals with needed technical and trade skills.

The needs for longitudinal evaluation can be satisfied only after a standardized data storage and retrieval system is designed and implemented at the institutional level. Such evaluation depends heavily upon the analysis of data gathered from students. The design of an information system will not, by itself, meet the need for extensive and intensive evaluation. However, the activities required in terms of analysis, evaluation, and program modification cannot begin until such an information system is implemented.

As administered by the Orange Coast Junior College District, Project Follow-Through draws upon an extensive data processing system serving the two campuses within the District and upon the experience and expertise of its personnel who enjoy a wide reputation for excellence in executing projects such as this.

In every case, the systems have been developed in a manner most condusive to universal adoption by other institutions. The systems and procedures are generally independent from the regular student accounting systems now employed by the District. There are two exceptions. First, a registration form serves the purposes of both regular student accounting

and those of Project Follow-Through. Second, the system draws upon the practice of the District of using a class card system of registering students for classes. Such systems are almost universally used.

Fortunately, wide-spread use of automated data processing techniques by colleges of all sizes make it possible to consider the design of a data processing system broad enough to serve the multiple purpose of program evaluation, student follow-up, and the preparation of reports required by publically funded vocational programs.

From the broadest perspective, the purpose of Project Follow-Through is to design just such a system and to design it in a manner that would make it applicable to the needs of most junior colleges with a minimum of modification. The system is not meant to completely replace data processing systems now used for purposes of class registration, student accounting, and similar purposes. It may, however, serve as a basis upon which standardized systems for such purposes may be developed.

II. IMPLEMENTATION OF PROJECT FOLLOW-THROUGH

The information system designed to serve the needs discussed in Section I of this report consists of a number of data gathering devices and a complex of files in which data gathered from students and other sources are maintained. Pictorially, this system appears quite simple, as seen from Figure I. Detailed information concerning the information system and its operating characteristics is available in Project Follow-Through Progress Report II. The system employs four data gathering devices completed by each student to be included in the study. These are completed by students at different times during their college careers. Application data are gathered when students first apply for admission to junior college. Registration data are gathered from students each semester for which the student enrolls for course work. In class, students complete one short questionnaire for each course in which they are enrolled. Finally, once a student leaves the college, follow-up data are gathered to determine his activities after college.

POPULATION

The set of students from whom data are collected was determined early in the study. Wayne Harris designed his system specifically for students majoring in trade and technical occupational programs. In response to needs of the Orange Coast Junior College District for studies of all students, not only those majoring in trade and technical areas, we decided to expand the population to include students of all majors, both transfer and terminal.

At the present time, data are being gathered from all students meeting the following characteristics:

1. Day school student, full or part time.

2. Registered for college work for the first time in the District during the school year 1968-69, and all subsequent years.

Data have been gathered for students meeting these criteria and who registered for college for the first time in the fall of 1968 or anytime thereafter. Once a student becomes part of the study (by registering as a day college student), the system continues to gather data from him even though in later semesters he may register only as an evening college student.

Additional information regarding the population of Project Follow-Through may be found in Project Follow-Through Progress Report I.

DATA GATHERING

Application Data

Data are gathered from students when the student originally matriculates at one of the District colleges as part of the regular admissions procedure. The admissions application form used by the colleges was modified to include the additional questionnaire items required by Project Follow-Through. The document which does this appears as Figure II. Additional information about the gathering and processing of application data is available in Progress Report I and Progress Report II.

Registration Data

The Harris proposal considered the use of in-class questionnaires to gather data concerning students each semester. These data were of two varieties: data concerning each course the student was taking and data concerning the student's future plans. Three different questionnaires were to be delivered to each student in courses in which the student was enrolled.

In reaction to various inherent shortcomings of using three in-class questionnaires in this fashion, we decided to try to streamline the procedure. Questions relating specifically to particular courses within a student's schedule could be asked using a very, very brief in-class questionnaire and other questions, of a more general nature but which would yeild data likely to change from semester to semester, could be asked during registration. Acting upon this, we designed an enrollment questionnaire to be completed by students during the registration process. This enrollment questionnaire appears as Figure III.

Use of the enrollment questionnaire was introduced into the enrollment and registration procedure for the Spring Semester, 1969. Every day school student registering for classes is required, as part of the registration procedure, to complete the questionnaire.

In-Class Data

Progress Report I describes our initial procedures as gathering data from students in class. As described in that report, we considered modifying the in-class questionnaires used in the Fall, 1968, Semester. This was done and the questionnaire appearing as Figure IV has been

delivered to each student qualifying as a subject of Project Follow-Through in each class in which he is enrolled each semester. The procedures involved in distributing and collecting in-class questionnaires are described in more detail in the report entitled How They See It, dated May, 1969, and in Progress Report I.

Follow-Up Data

Follow-up questionnaires are sent to all students who do not register for classes in any semester following one in which they did. Two types of follow-up questionnaires are used. One of these, shown as Figure V, is mailed to all students during the first semester for which they did not return to college. The second, Figure VI, is mailed to these students every semester following the first one in which they did not return.

DATA STORAGE

Data gathered through the use of devices discussed in the preceding paragraphs are transcribed into punched cards using manual keypunch methods and are stored in a data bank, that is, a set of files, from which the data may be made available for a variety of studies.

Implementation of the Project Follow-Through data bank cells upon the use of several basic data files each of which is described in detail in Progress Report II. These files are listed here:

Instructor File, containing information about each instructor employed by the District who holds the proper credential to teach vocational and/or trade and technical courses. Instructors with other credentials may easily be added to the file to make it universally useful. This file indicates salary, credential, and other pertinent information for individual instructors.

Course Record File, containing information about each course offered in the District of a vocational or trade and technical nature, including units, hours per week, occupational and instructional code numbers, and other such information. As with the instructor file, the course record file can easily be made universal by adding records so that the completed file reflects all courses offered by the District.

Basic Index File, providing an index of course numbers for all courses in the Course Record File that are being offered for the current semester.

Class Schedule File, showing, for each course offered in the current semester, the number of sections being taught, the instructor assigned to the section, the times during the week during which the section meets, and other information.

Enrollment File, containing one record for each enrolled student for each class in which he is enrolled. A student enrolled in five classes during the current semester would thus have five records in this file. Records in the file indicate the grade earned by the student in that course, the instructor teaching it, and other information.

Student Master File, containing information about every student enrolled in the District. This file maintains fairly constant information about students such as name, permanent address, test scores, and demographic information.

With some minor additions to the data we now maintain in these files, almost every conceivable data processing application required by a college can be implemented with the exception of business applications such as accounts payable, asset control, and the like. These applications can be added to the system through the expedient of adding files.

REPORT PRODUCTION

Using the data gathered and stored as described above, Project Follow-Through produced a number of different descriptive reports. These reports can be categorized into those produced regularly on a periodic basis and those produced only once, on an ad hoc basis. Each of the periodic reports appear as one of a series of reports. Specific details concerning each series may be found in the first report of the series.

Periodic Reports

1. Here They Are. This series of reports shows data gathered from students applying for admission to college and enrolling for classes at either Golden West College or Orange Coast College. Specifically, it shows responses to questions appearing on the admissions application form (Figure II) and the semester enrollment questionnaire (Figure III). The reports of this series include the school year 1968-69, showing the responses of students who enrolled in both the Fall and the Spring Semester, the Fall Semester, 1969-70, and the Spring Semester, 1969-70. The format of the data report is illustrated in Figure VII.

2. How They See It. This report describes the information available in Project Follow-Through files as a result of distributing and collecting questionnaires in classes conducted at the Orange Coast Junior College District.

The report, illustrated in Figure VIII, lists the responses to the questions in Figure IV categorized by course number. The count for each response is a District-wide count showing the number of students responding in that manner in every section of a particular course offered in the District.

Reports in this series include one for the Fall Semester, 1968-69, one for the Spring Semester, 1968-69, and one for the Fall and Spring Semesters, 1969-70.

3. Holding Power. This series presents statistics relating the major areas of study offered by Golden West and Orange Coast Colleges with the numbers of students indicating interest in these areas who returned to college after enrolling in that major in the previous semester.

The report, illustrated in Figure IX, may be used to draw conclusions about the holding power of each major area of study offered in the District. For example, it would seem that the accounting major (201) at Orange Coast has greater holding power than its counterpart at Golden West College. Similarly, foreign languages (302) seems to have greater holding power at Golden West than at Orange Coast College.

Reports in this series cover the following semesters:

Enrolled	Failed To Return
Fall, 1968-69	Spring, 1968-69
Fall, 1968-69	Fall, 1969-70
Fall, 1968-69	Spring, 1969-70
Spring, 1968-69	Fall, 1969-70
Spring, 1968-69	Spring, 1969-70
Fall, 1969-70	Spring, 1969-70

4. They Didn't Come Back. This series reports the responses to questions appearing on the follow-up questionnaires shown in Figures V and VI. The series includes reports for the Spring Semester, 1968-69, and the Fall and Spring Semesters, 1969-70. With the exception of the Spring Semester, 1969-70, follow-up questionnaires were sent to every student who did not return. In the Fall Semester, 1969-70, nearly 5,000 questionnaires were sent. In the Spring Semester, 1969-70, over

8,000 students had stopped attending college and, therefore, deserved a follow-up questionnaire. Clearly, the paperwork involved in sending this many questionnaires is prohibitive. Consequently, a 20 percent sample was taken and questionnaires sent only to the sample.

Figure X illustrates the data reports of this series.

5. Ins and Outs: How They Answer. This series of reports outlines differences between returning and non-returning students in the Orange Coast Junior College District with respect to the manner in which they respond to questions asked them by Project Follow-Through.

Figure XI illustrates the response frequencies for questions appearing on the application for admissions form and the enrollment questionnaire categorized by college and by whether or not the respondents returned to register for classes in one semester after having enrolled in an earlier semester.

Column entries on the report in Figure XI show the number of returning and non-returning students categorized as to how they answered the questions. Also shown are the percentages of total returning and non-returning students who answered the question by selecting one of several possible responses and a number indicating the level of significance (.01 or .05) that characterizes the difference between the proportion of returning and non-returning students who answer the question that way.

Reports in this series are produced for the following semesters:

Semester Enrolled	Semester Did Not Return
Fall, 1968-69	Spring, 1968-69
Fall, 1968-69	Fall, 1969-70
Fall, 1968-69	Spring, 1969-70
Spring, 1968-69	Spring, 1968-69
Spring, 1968-69	Fall, 1969-70

6. VEA Reports. The Project Follow-Through information system was designed in part to produce various forms and documents required by the California Department of Education for reimbursement of and accounting for vocational programs. The report shown in Figure XII illustrates the kinds of reports that have been produced. As of this writing, however, these reports are no longer required and the system is not being used to produce them.

Ad Hoc Reports

In the course of implementing Project Follow-Through, we produced a couple of reports designed to test the reliability of the data gathering instruments and techniques of distributing questionnaires to classes. The first of these, Use of In-Class Questionnaires At The Orange Coast Junior College District, reports the attitudes of faculty members toward distributing and collecting questionnaires in their classes. The second, They Answered Twice, discusses the reliability of questionnaire forms completed by students during the process of registering for classes.

III. ANALYSIS AND EVALUATION OF PROJECT FOLLOW-THROUGH SYSTEM

DATA GATHERING SYSTEM

Application and Registration Data

Methods of gathering data from students when they apply for admission and when they register for classes each semester as employed by Project Follow-Through are doubtless as effective as those used to gather other types of information as normally practiced by colleges. Discussions with admission officials at both Orange Coast and Golden West Colleges suggest that the number of questionnaire items and the amount of time required of the student to fill out registration forms in general is critical in terms of assuring the quality and completeness of the data gathered.

Evidence reported in They Answered Twice leads to the conclusion that we have gone beyond the critical point. In that report, students filled out two questionnaire forms which asked identical questions but which had a different appearance by virtue of a change in the questionnaire format.

The frequency with which students answered the same question differently is striking, if not frightening. They range, as a percentage of the 687 students who answered, from 16 to 66. We have not measured these differences in terms of statistical significance mainly because the responses to the two questionnaire versions can hardly be construed as independent. The magnitude, however, of the number of differences makes us believe intuitively, for what it's worth, that they are meaningful.

We are mindful of the important effects that questionnaire formats have upon the manner in which questions are answered. If the differences we have

found with our enrollment questionnaires can be explained away as a result of format differences, then we are again ready to discount heavily the use of questionnaires and such devices as reliable data gathering instruments. After all, who is to say which of several formats will gather accurate data and which will not?

We have also observed response frequencies to various questions on the application for admission form that lead us to conclude that the data gathered using this document, too, may not be reliable. For example, Figure XI shows a total of 162 students who identified themselves as American Indians on the ethnic background question of the application form. All evidence gathered by personal observation of the student bodies of the two colleges suggests that there are not anywhere near 162 students whose ancestors crossed the Bering Straits three or four thousand years ago, although this is the number of students who indicated American Indian ethnic backgrounds. Similar observations can be made with respect to the number of students who identify themselves as American Negros.

All things considered, we believe that there is good reason to doubt the reliability of data gathered from students through the use of application forms and questionnaires, particularly in the case of questions that try to illicit information regarding socio-economic status and subjective goals, aspirations, and opinions.

In-Class Data

The use of in-class questionnaires requires the cooperation of classroom teachers to distribute them, collect them, and to answer questions raised by students with respect to responding to the questionnaire items themselves and with respect to explaining why the student should answer in the first place.

The Orange Coast Junior College District faculty has been most cooperative in every aspect. However, in order to prepare them effectively, considerable effort was spent in explaining what we were trying to do and helping them get the job done. A District-wide faculty meeting was used at the start of the Fall, 1968-69, Semester to explain the purposes of Project Follow-Through, its procedures, and what the faculty could expect. Literature was distributed at this time providing details of the project. Further information was provided later when the in-class questionnaires were initially distributed. Reminders in the form of memoranda were delivered to those teachers who were tardy in returning the cards. More literature describing the project was distributed while the teachers were handling the cards. All in all, no little effort was expended in soliciting faculty help and cooperation. Nevertheless, of the 1,896 classes to which in-class questionnaires were sent, 553 remain unreturned. The point is this: no matter what efforts are expended, 100 percent response, even in a relatively controlled procedure, is all but impossible to expect, even with excellent faculty cooperation. For example, during the Spring Semester, 1969-70, in-class questionnaires were delivered to 779 faculty members who were asked, as described above, to distribute and collect them. The same procedures were followed in following up to gain a maximum return. Of the 779 to whom questionnaires were sent, only 481 or 62 percent returned them. Additional information may be found in Use Of In-Class Questionnaires At The Orange Coast Junior College District, dated May, 1969.

Follow-Up Data

In addition to being subject to the same sorts of shortcomings as described above for questionnaires answered while students are on campus,

follow-up questionnaires suffer the likelihood of not being returned by the ex-student. For example, in the Fall Semester, 1968, 5,832 students registered for the first time in the Orange Coast Junior College District. Of these, 1,631 did not return the following semester. To each of these non-returnees, a follow-up questionnaire was mailed. Of those to whom follow-up questionnaires were mailed, only 344 or 21 percent returned them. A 20 percent sample was taken of those who did not return the questionnaire. These individuals, 330 in number, were telephoned and were asked selected questions from the mail questionnaire. Completed were 280 of the 330 telephone contacts.

The low response rate, although considered high relative to most mail questionnaire response rates, and our findings, reported in They Didn't Come Back, dated May, 1969, that those who do not respond tend to answer differently than those who do, leads us to suspect that mail questionnaires are not an effective means of gathering data concerning students who have left college.

DATA STORAGE SYSTEM

The data storage or information system designed for Project Follow-Through was made as simple and straight-forward as possible so that the processing techniques employed can be readily used by any college with means available for computerized processing of data. Details concerning this system, including file and record formats and processing procedures, may be found in Progress Report II.

Although purposely designed for simplicity and ease of operation at the expense, if necessary, of utilizing sophisticated and optimally

efficient processing techniques, the development and implementation of the information system has not proceeded without problems. A colleague of ours reminds us from time to time that there is no such thing as an easy data processing job. We have found this to be particularly true with respect to the development of this project. In addition to the routine, even mundane, problems one would expect to encounter in conducting a project such as this one, we have coped with some which, because of their nature, deserve specific comment.

The Orange Coast Junior College District computer installation is in considerable demand for instructional purposes and for routine data processing chores of the District. As a result, we find the time available to use the computer system for our development efforts to be scarce indeed. We have been charged, not altogether inappropriately, of developing an entirely separate student record-keeping system and that the data processing facility is hardly able to cope with one such system, much less two.

The lesson we have learned is clear. There is no such thing as idle capacity in any data processing installation, no matter how large or how effeciently run. Undertaking to implement an information system along the lines of Project Follow-Through, whether as an integral part of the on-going student record system or as an independent system, requires time and service that the data processing system department is not often able or willing to provide.

The problems we have encountered have been operational rather than conceptual. Of particular concern to us, and we are sure that other institutions will face the same trouble, are operational problems concerning coordinating the development of an information system for purposes of student follow-through that is to operate more or less in conjunction with an on-going

data processing system already serving the institution. Our efforts have concentrated upon making our system as independent as feasibly possible from the system used to serve other needs of the District. One might expect, then, a minimum of difficulty with respect to interfacing with the established system. If our experience represents such a minimum-difficulty effort, then those who try to develop systems which work closely and dependently with the established system are in for a rough go of it.

It is clear, however, that it is neither feasible nor desirable to design a completely independent system for a follow-through project. Such independence invariably involves duplicated effort and redundant files. A point must be found somewhere between a completely symbiotic and a completely ambiotic relationship with the established system (and the developing follow-through system which allows the needs of both systems to be served with minimum friction). Once this point is found, then gradually the two systems can be expected to meld together into one information system serving the more mundane administrative chores, the educational program and college evaluation through student follow-through data.

REPORT DATA

Clearly, data appearing on any of the various reports described earlier can be no better than the data available in the information system. Problems in data gathering and in data processing, described above, all tend to reduce the quality of the data in terms of its suitability for analysis. In the various descriptive reports produced by Project Follow-Through, specific comments are made with respect to the manner in which the data may be interpreted.

With respect to follow-up data, for example, conclusions cannot easily be drawn about junior college students who leave college from the statistics available. First, and probably most important, the population of students that yeilded these statistics is hardly representative of all junior college students who leave college as the Orange Coast Junior College District does not serve a representative cross-section of all junior college students. Second, the students returning our questionnaires do not represent a random sample of those who leave college. Indeed, our analysis of the differences in response frequencies of questionnaire items suggests that those who answer the mail questionnaire respond to its questions differently than those who do not return the mail questionnaire.

The questionable reliability of data gathered thruugh the use of questionnaires filled out by students being processed through registration lines further detracts from the quality of conclusions one might draw from them. Similarly, the low return rate of in-class questionnaires and information received from faculty that students groan audibly when they are distributed suggest that these data, too, leave much to be desired.

IV. CONCLUSIONS AND RECOMMENDATIONS

THE DATA PROCESSING SYSTEM

Of the three tasks undertaken by Project Follow-Through (design of a data processing system, gathering of data, producing reports), that of designing the data processing system has been the easiest. The information system described in Progress Report II was designed by two men in less than six months and was fully operational one year after its conception. Such an information system, with minor modifications, may be used to perform almost any routine data processing and student accounting chore required of a college including that of providing a data base for research purposes. There is little reason for any junior college, provided it is large enough to justify automated data processing techniques, not to design and employ such a system.

Recent introduction of small-scale computer systems specifically designed for commercial data processing applications make it economically possible for all but the smallest junior college to implement the sort of data processing system designed by Project Follow-Through, whether the system be punched-card, tape, or disk oriented. The conclusion is clear. If the data can be gathered accurately, it certainly can be processed economically.

It is just as clear that junior colleges should not implement one data processing system for research purposes and another for other data processing chores as we have done. This is wasteful, redundant, and less effective in general. The data processing system designed by Project Follow-Through can serve both purposes of research and purposes of routine student accounting.

DATA GATHERING SYSTEM

Our experience has shown that accurate and timely data gathering is the most difficult chore of any research-oriented data processing system. Earlier comments in this paper suggest that the use of questionnaires and other types of paper forms to be filled out by students is not an effective way of gathering data.

Unfortunately, there is little else that we can recommend that is economically feasible. It would be far better, of course, to interview each student personally to gather the sort of personal and socio-economic data that are of most pressing interest for research purposes. This is economically out of the question.

Sampling techniques coupled with in-depth interviews of a few students will yield better research results, probably, than attempts at gathering data from most or all students. We have made no attempt to compare in-depth interviews with the data gathering methods used by Project Follow-Through. We offer this thought in the belief that it would be hard to gather much worse data than those we have collected using traditional techniques.

Close audit of application and registration forms would improve the quality of the data in terms of discovering erroneous responses the students will readily admit to. This takes time, however, and students complain now about the length of time required to register for classes. So do college officials responsible for registering the students. A registration procedure processing 1,500 or more students each day allows precious little time for gathering of research data and students do not look charitably toward answering research-type questions while worrying whether or not they can complete the questionnaire before their desired classes close.

Our most difficult problem regarding gathering data reflects the difference between the amount of time required of the student to answer the questions we would like to ask and the amount of time we could reasonably expect him to spend answering them. We find ourselves squarely between those who want lots of data for research purposes and those who strive to minimize the amount of time the student spends in the only activities in which it is most logical to gather the data--during registration. We agree with all the researchers with whom we have discussed this problem, who assert that in order to gather the type of data we need for most effective evaluation of the educational process on students, data gathering time is required to the tune of several hours each semester. The mundane nature of the questions we have been able to ask in the few minutes per semester we have been able to steal from students testifies to the great need for more time devoted to purposes of data gathering.

It has been suggested time and time again that a day or half of a day be devoted at the beginning of each semester for testing and data gathering on the part of all students. We are well aware of the difficulties in establishing such a program. Unless required, the students probably will not attend the testing session. If required, many will be unable to attend because of work schedules, personal problems, and the like. Are these then to be denied admission to college? If not, and this must surely be the case, how do we make special arrangements for each individual with a unique problem if there are several thousand such individuals?

A system of several questionnaires delivered to each student in class at two or three points during the course of the semester might be a viable approach, providing the faculty fully supports the program and is willing to

devote class time for its implementation. Our experience suggests that this would be a difficult approach both logistically and from the standpoint of persuading the teachers to donate their classroom time. A questionnaire at the first class meeting, another at mid-term, and another to be answered as part of the final examination has been suggested. Each questionnaire would be limited to ten minutes or so of questions. Logistically, this is most difficult, and the data gathered are bound to be incomplete since students leaving school in mid-semester would not, of course, answer all of the questionnaires. Moreover, the personal and psychological data that seem to be most useful for counseling and evaluative purposes cannot be adequately gathered (with instruments we now use) in a few minutes.

We recommend most strongly that time for data gathering be found so that meaningful data concerning our students can be made available to use in helping colleges do a better job. We sincerely wish we could suggest where to find the time.

REGIONAL DATA CENTERS

A couple of years ago, considerable discussion could be heard concerning the establishment regional data processing centers for junior colleges. Such centers, we were told, would serve as service bureaus for junior colleges in terms of performing routine student accounting chores, would serve as a large data base for extensive research into junior college students and the effects of junior colleges, and would also serve as a means to providing the Department of Education with needed data regarding attendance of students and follow-up information.

Progress Report I has made mention of nearly half a dozen different efforts and plans to introduce regional data centers into the California Community College system. Since the production of that report, other efforts have come to our attention. In the last several months, enthusiasm for such regional centers has waned chiefly because of lack of continued publicity. Currently, however, interest is being spurred by renewed publicity and recent legislative appropriations for initial implementation steps.

Our experience with Project Follow-Through indicates that regional data centers will do little if anything to solve the most difficult problems of junior college research activities, namely, gathering accurate, timely, and useful data from students. Data gathering activities must still take place at the local level where the students are.

Furthermore, the use of regional data centers will introduce logistical problems in processing the data not encountered by processing them at the local level. The use of such systems presumes that community colleges on a regional level (and perhaps on the state level) will be able to agree on uniform data formats, questionnaire items, registration forms and procedures, and other matters crucial to the data gathering process. We submit that it is very unlikely that this can be done short of legislative fiat. Laws requiring community colleges to conform to standardized forms and procedures will be vigorously resisted by most colleges and, if instituted anyway, will most likely result in less efficient data gathering procedures than now are used. This is so because such laws could not hope to take into account all of the existing local differences and the local authorities who resisted the idea in the first place will not spend much effort at its effective implementation.

Finally, urging regional data centers for community colleges (or any other college, for that matter) blissfully ignores recent advances in the design and cost-effectiveness of small computers and the comparative ease with which these new computer systems can be programmed.

In terms of extensive, state-wide research programs, we recommend first preparing the research design, then calling upon the junior colleges to provide the needed data using local data processing systems to provide data tapes or, in the case of very small installations, cards. Seems to us that devising a data processing system first, then trying to fit a research design around it is not the most effective way of going about things.

APPENDIX

Illustrations, Forms, Documents

Figure I: Project Follow-Through Information System

Figure II: Admission Application

Figure III: Project Follow-Through Semester Enrollment Questionnaire

Figure IV: Project Follow-Through In-Class Questionnaire

Figure V: Project Follow-Through Follow-Up Questionnaire

Figure VI: Project Follow-Through Continued Follow-Up Questionnaire

Figure VII: Project Follow-Through Enrollment Descriptive Report

Figure VIII: Project Follow-Through In-Class Questionnaire Report

Figure IX: Project Follow-Through Holding Power Report

Figure X: Project Follow-Through Follow-Up Questionnaire

Figure XI: Project Follow-Through Comparative Report

Figure XII: Application For Approval Of Trade & Technical Education Classes

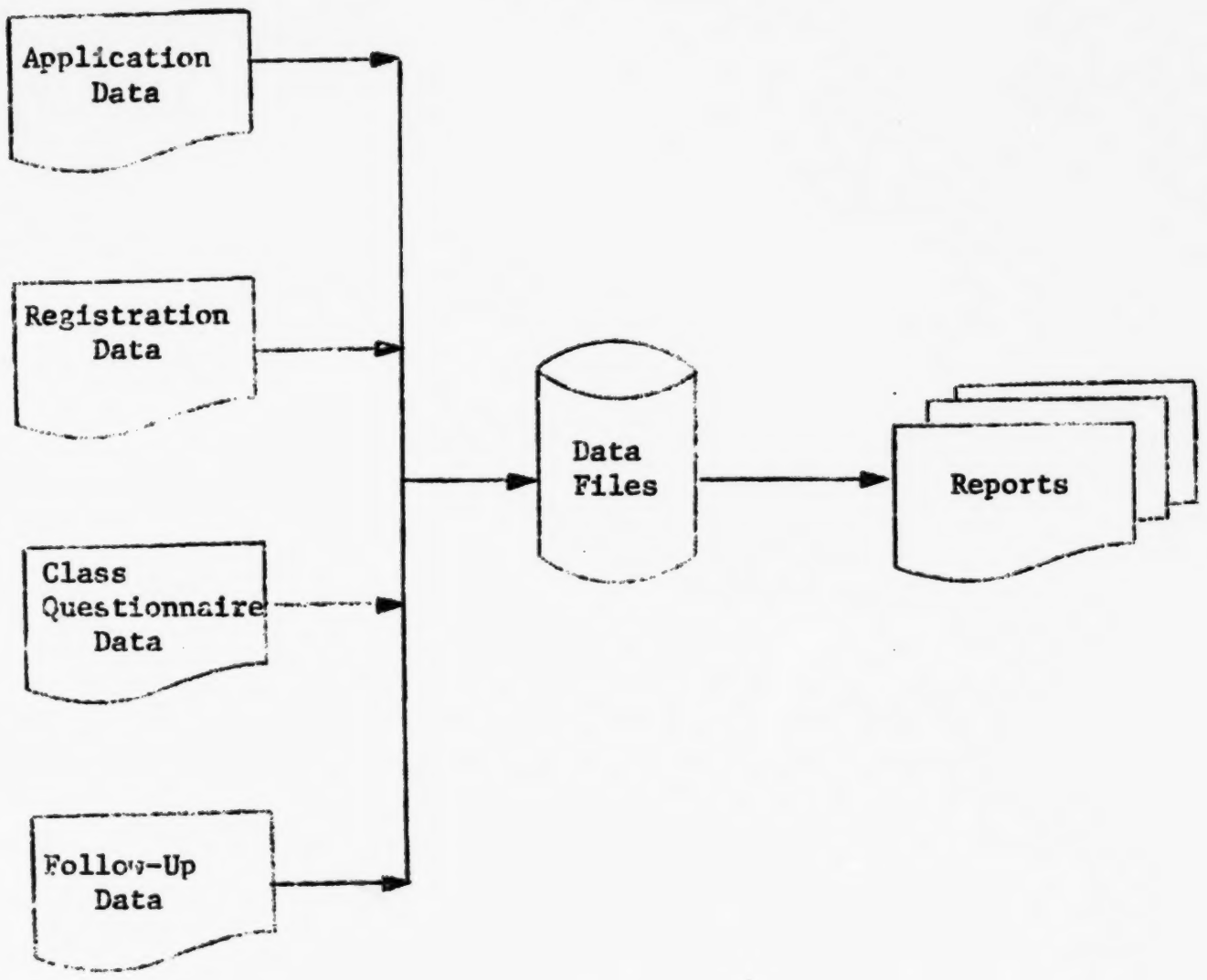

Figure I

Project Follow-Through Information System

ORANGE COAST COLLEGE ADMISSION APPLICATION

Application for _____ Semester, 197___
Fall, Spring, Summer

ADMISSIONS OFFICE
2701 Fairview Road, Costa Mesa, California 92626

INSTRUCTIONS TO APPLICANT — PLEASE CHECK APPROPRIATE BOX:

☐ DAY COLLEGE: Return the completed application to the Admissions Office.

☐ EVENING COLLEGE: Complete and turn in form at the time of registration.

Please Type or Print — Answer All Questions, Failure to do so Will Delay Your Registration

Additional instructions appear on the last page of this application.

1. College Student No. [| | | | | | | |] Leave Blank if not yet Issued

2. Social Security Number [| | |] [| |] [| | | |]

3. Date of Application _____ / ___ / _____ Month / Day / Year

PLEASE TYPE OR PRINT

4. Name: _____ / _____ / _____ Last / First / Middle Initial

5. _____ Maiden Name

6. Birthdate _____ / ___ / _____ Month / Day / Year

7. Birthplace _____ / _____ City / State

8. High School last attended _____ / _____ / _____ / _____ Name / City / County / State

9. Address while attending college _____ / _____ / _____ / _____ Number and Street / City / Zip Code / Phone

10. Permanent or legal address _____ / _____ / _____ / _____ Number and Street / City / Zip Code / State

11. 1 ☐ Male 2 ☐ Female

12. _____ For Office Use

13. Are you now or will you be a high school graduate at the time of registration? 1 Yes ☐ 2 No ☐

14. 19___ Year of high school graduation or last date attended high school or elementary school.

15. Are you working for a College Degree?
- 1 ☐ Associate in Arts (Junior College Degree)
- 2 ☐ Bachelors Degree
- 3 ☐ Both Associate and Bachelors
- 4 ☐ No

16. Transfer Plans:
- 1 ☐ Non-Transfer
- 2 ☐ State College, California
- 3 ☐ State University, California
- 4 ☐ Private College or University, California
- 5 ☐ Out of State College or University

1. _____
2. _____
3. _____

OFFICE USE ONLY

17. Have you ever attended another college? 1 ☐ Yes 2 ☐ No

18. If yes on 17, check status upon leaving 1 ☐ Good Standing 2 ☐ Probation 3 ☐ Scholastic Dismissal

19. College Units earned prior to this registration:
- 1 ☐ 0 to 29½
- 2 ☐ 30 to 59½
- 3 ☐ 60 or more, no degree
- 4 ☐ Junior College or four year graduate

20. High School grade average: 1 ☐ D 2 ☐ C 3 ☐ B 4 ☐ A

21. United States Citizen? 1 ☐ 2 ☐ No If no, type of visa held _____

22. Will you be using Veteran's benefits? 1 ☐ Yes 2 ☐ No

PLEASE COMPLETE THE NEXT PAGE

23. Which of the following is now in Active Military Service:

1 ☐ Self 2 ☐ Father 3 ☐ Mother 4 ☐ Spouse 5 ☐ Guardian 6 ☐ None

24. **COMPLETED BY DAY STUDENTS ONLY**

Indicate College Major

List each college or university attended (include previous attendance at Golden West College or Orange Coast College)

Name	City and State	Dates Attended From	To	Units Compl.	Earned Degrees

[redacted]

25. **COMPLETED BY THOSE UNMARRIED AND UNDER 21 YEARS OF AGE**

Father's Name_____ Is your father living? ☐ Yes ☐ No

If yes, his permanent address is_____
Number and Street City State

Mother's Name_____ Is your mother living? ☐ Yes ☐ No

If yes, her permanent address is_____
Number and Street City State

Will you be living with your parents while attending college? ☐ Yes ☐ No

If you will be living with a person other than your father or mother answer the following:

Since what date have you lived with this person_____
Month Day Year

Has a court assigned you to the custody of this person? ☐ Yes ☐ No

Name of person_____ Relationship_____

Address_____
Number and Street City State

26. I certify that all information listed is correct to the best of my knowledge.

_____
Applicant's Signature Date

FOR OFFICE USE ONLY

☐ New ☐ Readmission

RESIDENCE:

Permit needed from_____

Acceptance letter_____ Early release letter_____

Registration Checked by _____ Date _____ Clerk

PLEASE COMPLETE THE NEXT PAGE

27. Write your Selective Service classification here _____ (male only)

28. Check educational benefits you are eligible to receive:

☐ 1966 G. I. Bill ☐ Vet Dependent ☐ War Orphan ☐ Vocational Rehabilitation
☐ Disabled Vet ☐ Other_____ ☐ Scholarship ☐ None

Instructions for some of the questions below may be found on the last page of this application. Make sure that your name, address, Student Identification number and Social Security number appear clearly below.

College Student Number

Leave Blank if not yet Issued

Social Security Number

29. Indicate your college major_____ (see instructions)

30. Check your enrollment plan (See instructions. You may check more than one)

☐ Two-year Degree ☐ Transfer Program ☐ Completion Certificate
☐ General Interest ☐ Apprentice ☐ High School

31. If you intend to transfer, have you selected a college? ☐ Yes ☐ No

32. If yes, what college?_____

33. At what college will you do most of your junior college work?

☐ Golden West ☐ Orange Coast ☐ Other:_____

34. On what basis did you pick your junior college?

☐ Close to Home ☐ High School Presentation by College ☐ Friend's Advice
☐ Parent's or Guardian's Advice ☐ Your Own Determination ☐ High School Counselor's Advice
☐ College Counselor's Advice ☐ Other:_____

35. If you are a transfer student, on what basis did you pick your four-year school?

☐ Close to Home ☐ High School Presentation by College ☐ Friend's Advice
☐ Parent's or Guardian's Advice ☐ Your Own Determination ☐ High School Counselor's Advice
☐ Not decided ☐ College Counselor's Advice ☐ College Instructor's Advice ☐ Other:_____

36. On what basis did you pick your college major or vocational choice?

☐ High School Presentation by College ☐ Friend's Advice ☐ Not decided
☐ Parent's or Guardian's Advice ☐ Your Own Determination ☐ High School Counselor's Advice
☐ College Counselor's Advice ☐ College Instructor's Advice ☐ Other:_____

37. What is your marital status? ☐ Married ☐ Single ☐ Divorced ☐ Widowed

38. Estimate the annual family income of your parents or guardians:

☐ Less than $3,000 ☐ Between $3,000 and $6,000 ☐ Between $6,000 and $10,000
☐ Between $10,000 and $15,000 ☐ Over $15,000

39. Check your ethnic background:

☐ American Indian ☐ American Negro ☐ Philippino American ☐ Oriental American
☐ Mexican American ☐ Spanish American ☐ Foreign Student
☐ Caucasian or White American ☐ Other_____

PLEASE COMPLETE THE NEXT PAGE

40. What was your high school major? ☐ College Preparatory ☐ Vocational

41. If you are not a high school graduate, how many years of school have you completed? _____

42. Write your number of legal dependents here_____

ADDITIONAL INSTRUCTIONS

Most of the questions on the form are self-explanatory. Some, however, deserve additional comment and this is provided below.

Many questions can be answered by writing an X in the box to the LEFT of the item. For example,

21. United States Citizen? [X] Yes ☐ No

ITEM 1. If you are a returning student, you may find your Student Identification number by consulting the appropriate registration official. New students will be assigned a number during registration.

ITEM 2. Write your Social Security number in the square provided. Your registration will not be considered complete until a Social Security number is recorded for you. If you have no Social Security number you may get one at any Social Security office. It takes about 10 minutes.

ITEM 29. If you have not decided upon a college major or are attending college for general interest, write "999' in the space provided. If you have decided upon a major and it appears in the list of majors offered by colleges in the Orange Coast Junior College District, write the code number for that major in the space provided. The list of college majors is available with your registration materials. If your major does not appear on this list, write "999" in the space provided.

ITEM 30. Check your enrollment plan. If you are working for a Certificate of Achievement, check "Completion Certificate." If you are working for a degree and a certificate **both**, check "Completion Certificate" AND the appropriate degree program. Check "General Interest" if you are not working for either a degree or a certificate. Check "High School" if you are enrolled in a program leading primarily to a high school diploma. Check "Apprentice" only if you are enrolled in an apprentice program as an indentured employee.

Project Follow-Through
Semester Enrollment Questionnaire

Name _____

I.D. No. _____ Social Security No _____

1. If you are employed, how many hours weekly do you work?
   - ☐ 0 ☐ 1-10 ☐ 11-20
   - ☐ 21-30 ☐ 31-40 ☐ 40 Plus

2. Approximately how much do you earn per week while attending college? $_____

3. Are you now seeking part-time employment
   - ☐ Yes ☐ No

4. If you are now working (or in the armed services) 30 or more hours per week do you work
   - ☐ In your major field ☐ In an unrelated field
   - ☐ Working less than 30 hours per week

5. What are your transfer plans at this time?
   - ☐ Non-transfer ☐ California State College
   - ☐ California State University
   - ☐ Private California College or University
   - ☐ Out-of-State College or University

6. Write your major code here (see reverse side) _____

7. Will you complete your junior college program this semester? _____Yes _____No

8. At this time what is your career objective?
   - ☐ Professional (five or more years of college)
   - ☐ Military ☐ Technician ☐ Athlete
   - ☐ Corporate executive ☐ Fine Arts ☐ Educator
   - ☐ Self employment ☐ Other ☐ Undecided
   - ☐ Tradesman or Journeyman

9. On what basis have you chosen your career objective?
   - ☐ Parent's or guardan's advice ☐ Friend's advice
   - ☐ College counselor's advice ☐ Other
   - ☐ College instructor's advice
   - ☐ Advice of high school teacher or counselor
   - ☐ Undecided on career objective
   - ☐ Your own determination

Form SEQ—25M—4-69—S-B P

Figure III

(STUDENT NAME AND COURSE IDENTIFIERS APPEAR HERE)

☐ STUDENT IS NOT ENROLLED

CHECK THE BOX TO THE LEFT OF THE APPROPRIATE ANSWER.

1. HOW DO YOU SEE THIS COURSE IN TERMS OF YOUR CAREER PLANS? (CHECK ONLY ONE BOX)

☐ OF IMMEDIATE, DIRECT BENEFIT

☐ OF LONG-TERM DIRECT BENEFIT

☐ OF INDIRECT BENEFIT

☐ OF NO BENEFIT

2. IS THIS COURSE: (YOU MAY CHECK MORE THAN ONE BOX)

☐ REQUIRED SPECIFICALLY FOR YOUR JUNIOR COLLEGE GRADUATION?

☐ REQUIRED SPECIFICALLY FOR YOUR JUNIOR COLLEGE MAJOR?

☐ REQUIRED SPECIFICALLY FOR YOUR MAJOR AT, OR GRADUATION FROM, A 4-YEAR COLLEGE?

☐ NOT SPECIFICALLY REQUIRED IN YOUR COLLEGE PROGRAM.

PROJECT FOLLOW-THROUGH FORM F-1
ORANGE COAST JUNIOR COLLEGE DISTRICT 2/69

Figure IV

Project Follow-Through In-Class Questionnaire

ORANGE COAST JUNIOR COLLEGE DISTRICT
PROJECT FOLLOW-THROUGH
FOLLOW-UP QUESTIONNAIRE

NOTE: If you are attending Golden West or Orange Coast College during the current semester, answer only this question and return the remainder of the questionnaire blank.

Are you now attending Golden West or Orange Coast College:

☐ Day School (Full or Part Time) ☐ Evening School
☐ Not Attending Golden West or Orange Coast College

IF YOUR ADDRESS HAS CHANGED, PLEASE SHOW YOUR CORRECT ONE BELOW.

_____
Number and Street

_____
City State Zip

1. Did you complete your junior college program while at Golden West or Orange Coast College? ☐ Yes ☐ No

2. If you are now enrolled in college, in what type of program are you engaged? (Check more than one)
   - ☐ Two-year community or junior college
   - ☐ Four-year college
   - ☐ Vocational or occupational program
   - ☐ Program leading to an AA degree or junior college certificate of achievement
   - ☐ Program leading to a bachelor's degree or higher degree
   - ☐ Taking courses specifically to help me in my present job
   - ☐ Taking courses required for my degree or certificate program
   - ☐ Taking courses for general interest and self-improvement
   - ☐ Taking college courses and working part time (less than 30 hours per week)
   - ☐ I am not enrolled in college courses at this time

3. If you are not enrolled in college, do you intend to enroll:
   - ☐ Next semester
   - ☐ Within one year
   - ☐ Within two years
   - ☐ After two years
   - ☐ After I finish service in the armed forces
   - ☐ Never

4. Are you on active duty with the armed forces at this time? ☐ Yes ☐ No

5. Are you presently seeking full- or part-time work? ☐ Yes ☐ No

6. If you are working full time (or in the armed services) 30 or more hours per week, are you working:
   - ☐ In an occupation for which you received training in junior college
   - ☐ In an occupation related to the training you received in junior college
   - ☐ In an occupation unrelated to my junior college training
   - ☐ I am not working full time

PLEASE COMPLETE REVERSE SIDE

Figure V

7. If you were enrolled in an occupational or vocational program while in junior college, did the occupational training you received:

- ☐ Help you get a new job
- ☐ Help you get a promotion or a better job
- ☐ My training did not help me get a job or a promotion
- ☐ I was not enrolled in an occupational program
- ☐ I was enrolled in an occupational program and am now attending a four-year college

8. If you were enrolled in a transfer program while in junior college, did you (answer more than one):

- ☐ Transfer as a freshman to a four-year college
- ☐ Transfer as a sophomore to a four-year college
- ☐ Transfer as a junior to a four-year college
- ☐ Transfer as a senior to a four-year college
- ☐ Find your junior college work to be of great value
- ☐ Find your junior college work to be of moderate value
- ☐ Find your junior college work to be of minimum value
- ☐ Find your junior college work to be of no value
- ☐ I was enrolled in a transfer program but I have not entered a four-year college
- ☐ I was not enrolled in a transfer program

9. In general, how would you rate your junior college experience?

- ☐ Of great value
- ☐ Of moderate value
- ☐ Of limited value
- ☐ Of no value

10. What is the most important change in your life that has been brought about as a result of your junior college experience?

11. In what ways has your junior college experience assisted you in what you are now doing (financially, educationally, socially, etc.)?

12. In what ways do you believe junior college should have assisted you but did not?

13. What one junior college experience did you find most useful and beneficial?

14. What one junior college experience did you find least useful and beneficial?

Many thanks for your cooperation.

Dear Alumnus:

A few months ago, you answered a few questions for us giving us information that will help us judge how well we are providing for the needs of our students. May we ask you to help us keep track of our students by answering and returning this questionnaire? Use the enclosed postage-paid envelope. Many thanks for your help.

IF YOUR ADDRESS HAS CHANGED, PLEASE SHOW YOUR CORRECT ONE BELOW.

Number and Street

City State Zip

ORANGE COAST JUNIOR COLLEGE DISTRICT
PROJECT FOLLOW-THROUGH
CONTINUED FOLLOW-UP QUESTIONNAIRE

NOTE: If you are attending Golden West or Orange Coast College during the current semester, answer only this question and return the remainder of the questionnaire blank.

Are you now attending Golden West or Orange Coast College:

☐ Day School (Full or Part Time) ☐ Evening School

☐ Not Attending Golden West or Orange Coast College

1. If you are now enrolled in college, in what type of program are you engaged? (Check more than one)

☐ Two-year community or junior college

☐ Four-year college

☐ Vocational or occupational program

☐ Program leading to an AA degree or junior college certificate of achievement

☐ Program leading to a bachelor's degree or higher degree

☐ Taking courses specifically to help me in my present job

☐ Taking courses required for my degree or certificate program

☐ Taking courses for general interest and self-improvement

☐ Taking college courses and working part time (less than 30 hours per week)

☐ I am not enrolled in college courses at this time

2. If you are not enrolled in college, do you intend to enroll:

☐ Next semester ☐ After two years

☐ Within one year ☐ After I finish service in the armed forces

☐ Within two years ☐ Never

PLEASE COMPLETE REVERSE SIDE

Figure VI

3. Are you on active duty in the armed services at this time? ☐ Yes ☐ No

4. Are you presently seeking full- or part-time work? ☐ Yes ☐ No

5. If you are working full time (or in the armed services) 30 or more hours per week, are you working:

   ☐ In an occupation for which you received training in junior college
   ☐ In an occupation related to the training you received in junior college
   ☐ In an occupation unrelated to my junior college training
   ☐ I am not working full time

6. If you were enrolled in an occupational or vocational program while in junior college, has the occupational training you received:

   ☐ Helped you get a new job
   ☐ Helped you get a promotion or a better job
   ☐ My training did not help me get a job or a promotion
   ☐ I was not enrolled in an occupational program
   ☐ I was enrolled in an occupational program and am now attending a four-year college

7. In general, how would you rate your junior college experience at this time?

   ☐ Of great value
   ☐ Of moderate value
   ☐ Of limited value
   ☐ Of no value

PROJECT FOLLOW-THROUGH

Enrollment Descriptive Report

Spring, 1969

ITEM		GOLDEN WEST		ORANGE COAST	
		Total	%	Total	%
A39	ETHNIC BACKGROUND				
	AMERICAN INDIAN	84	25	286	21
	AMERICAN NEGRO	0	0	0	0
	PHILIPPINO AMERICAN	7	2	17	1.5
	ORIENTAL AMERICAN	9	2.5	22	2
	MEXICAN AMERICAN	11	3	23	2
	SPANISH AMERICAN	21	6.5	69	5
	FOREIGN STUDENT	3	1	7	.5
	OTHER	197	60	919	68
		332	100%	1,343	100%
A37	MARITAL STATUS				
	MARRIED	152	14	470	14
	SINGLE	833	83	2,828	84.5
	DIVORCED	11	1	46	1
	WIDOWED	2	2	10	.5
		998	100%	3,354	100%
A38	FAMILY INCOME				
	LESS THAN $3,000	26	3	82	2.5
	BETWEEN $3,000 AND $6,000	103	11	359	13
	BETWEEN $6,000 AND $10,000	281	31	847	28.5
	BETWEEN $10,000 AND $15,000	340	38	983	33
	OVER $15,000	156	17	694	23
		906	100%	2,965	100%
A34	REASON FOR CHOOSING A PARTICULAR COMMUNITY COLLEGE				
	CLOSE TO HOME	614	63	1,595	48.5
	HIGH SCHOOL PRESENTATION BY COLLEGE	7	.5	56	1.5
	FRIEND'S ADVICE	36	3.5	396	11.5
	PARENT'S OR GUARDIAN'S ADVICE	23	2.5	109	3
	HIGH SCHOOL COUNSELOR'S ADVICE	19	1	144	4
	COLLEGE COUNSELOR'S ADVICE	7	.5	57	1.5
	YOUR OWN DETERMINATION	0	0	0	0
	OTHER	287	29	977	30
		993	100%	3,334	100%

Figure VII

ITEM		GOLDEN WEST		ORANGE COAST	
		Total	%	Total	%
A36	BASIS FOR PICKING MAJOR				
	HIGH SCHOOL PRESENTATION BY COLLEGE	29	3	63	2
	FRIEND'S ADVICE	42	4.5	145	4.5
	PARENT'S OR GUARDIAN'S ADVICE	67	7.5	264	8.5
	HIGH SCHOOL COUNSELOR'S ADVICE	76	8.5	144	4.5
	COLLEGE COUNSELOR'S ADVICE	31	3	109	3.5
	COLLEGE INSTRUCTOR'S ADVICE	0	0	14	.5
	OWN DETERMINATION	0	0	0	0
	OTHER	656	73	2,088	67.5
	NOT DECIDED ON MAJOR	7	.5	257	9
		908	100%	3,084	100%
A30	ENROLLMENT PLAN				
	TWO-YEAR DEGREE	243	15.5	1,133	26
	TRANSFER PROGRAM	650	40	1,704	37.5
	COMPLETION CERTIFICATE	22	1	147	3
	APPRENTICE PROGRAM	1	0	10	.5
	HIGH SCHOOL DIPLOMA	4	.5	53	1
	GENERAL INTEREST	668	43	1,452	32
		1,588	100%	4,499	100%
Z5	TRANSFER PLANS				
	NON-TRANSFER	208	23	823	23.5
	CALIFORNIA STATE COLLEGE	517	57.5	1,312	46.5
	CALIFORNIA STATE UNIVERSITY	82	9	394	13.5
	PRIVATE CALIFORNIA COLLEGE OR UNIVERSITY	30	3.5	162	5.5
	OUT-OF-STATE COLLEGE OR UNIVERSITY	63	7	168	6
		900	100%	2,859	100%
A35	BASIS FOR PICKING FOUR-YEAR SCHOOL				
	CLOSE TO HOME	31	1.5	109	2.5
	HIGH SCHOOL PRESENTATION BY COLLEGE	1	0	9	.5
	FRIEND'S ADVICE	10	.5	62	1.5
	PARENT'S OR GUARDIAN'S ADVICE	3	.5	43	.5
	HIGH SCHOOL COUNSELOR'S ADVICE	4	.5	29	.5
	COLLEGE COUNSELOR'S ADVICE	7	.5	35	.5
	COLLEGE INSTRUCTOR'S ADVICE	0	0	14	.5
	YOUR OWN DETERMINATION	1,552	94	3,930	85.5
	NOT DECIDED	3	.5	216	4.5
	OTHER	40	2	159	3.5
		1,651	100%	4,606	100%

Figure VII
(continued)

ITEM		GOLDEN WEST		ORANGE COAST	
		Total	%	Total	%
E1	NUMBER OF HOURS SPENT WORKING PER WEEK				
	0	928	62	2,292	57
	1-10	74	4.5	212	5
	11-20	218	15	559	14
	21-30	163	10.5	483	12
	31-40	90	5.5	335	8
	MORE THAN 40	43	2.5	157	4
		1,516	100%	4,038	100%
E6	FIELD IN WHICH WORKING IS				
	MAJOR FIELD	37	22	118	21
	FIELD RELATED TO MAJOR	98	59	365	65
	FIELD UNRELATED TO MAJOR	31	19	82	14
		166	100%	565	100%
E8	CAREER OBJECTIVE				
	PROFESSIONAL (5 OR MORE YEARS OF COLLEGE)	225	27	678	25.5
	EDUCATOR	126	15	320	12
	MILITARY	4	.5	31	1
	TECHNICIAN	59	7	148	5
	ATHLETE	8	1	15	.5
	CORPORATE EXECUTIVE	24	2	94	3
	FINE ARTS	59	7	218	8
	TRADESMAN OR JOURNEYMAN	9	1	33	1
	SELF EMPLOYMENT	27	3.5	132	5
	OTHER	72	9	295	10.5
	UNDECIDED	230	27	760	28.5
		843	100%	2,724	100%
E9	BASIS FOR PICKING CAREER OBJECTIVE				
	PARENT'S OR GUARDIAN'S ADVICE	44	6	150	6
	FRIEND'S ADVICE	147	18	464	17
	COLLEGE COUNSELOR'S ADVICE	14	1.5	42	1.5
	COLLEGE INSTRUCTOR'S ADVICE	20	2	44	1.5
	ADVICE OF HIGH SCHOOL TEACHER OR COUNSELOR	7	.5	8	.5
	OWN DETERMINATION	41	4.5	77	2.5
	OTHER	545	64.5	1,806	66
	UNDECIDED ON CAREER OBJECTIVE	29	3	142	5
		847	100%	2,733	100%
E7	COMPLETE JUNIOR COLLEGE PROGRAM THIS SEMESTER?				
	YES	97	11	291	11
	NO	749	89	2,419	89
		846	100%	2,710	100%

Figure VII
(continued)

PROJECT FOLLOW-THROUGH

IN-CLASS QUESTIONNAIRE REPORT

SPRING, 1969

COURSE NUMBER	HOW DO YOU SEE THIS COURSE IN TERMS OF YOUR CAREER PLANS? IMMEDIATE DIRECT BENEFIT	LONG-TERM DIRECT BENEFIT	INDIRECT BENEFIT	NO BENEFIT	IS THIS COURSE REQUIRED SPECIFICALLY FOR: JUNIOR COLLEGE GRADUATION	JUNIOR COLLEGE MAJOR	4-YEAR COLLEGE MAJOR OR GRADUATION	NOT REQUIRED IN MY PROGRAM
	1,492	2,703	3,024	615	2,658	1,587	3,606	1,984
101718	15	12	2	0	7	18	4	9
10170	9	15	0	0	8	19	5	4
10182	5	0	0	0	3	2	2	0
107518	9	13	0	0	9	19	4	0
132528	7	4	0	0	6	11	1	0
10253	9	13	0	0	10	20	2	0
102540	7	4	0	0	6	11	1	0
10433	0	0	1	0	1	1	0	0
10453	5	8	3	1	5	10	3	2
10454	4	3	0	0	4	6	2	0
10455	7	10	2	0	5	16	5	1
10359	0	1	0	0	0	1	0	0
10360	1	1	0	0	0	1	1	2
10361	0	2	0	0	1	1	0	1
10462	1	1	3	1	0	3	0	3
10463	6	8	3	0	5	11	4	3
104528	5	3	0	0	5	3	1	1
10481	9	0	0	0	1	2	0	6
10530	6	6	2	0	2	4	0	3
10534	11	11	11	0	5	9	8	14
105518	11	14	2	0	7	20	11	5
105528	10	11	0	0	8	17	11	1
105538	8	10	2	0	5	17	9	1
10658	3	8	1	0	2	8	2	2
106595	4	1	0	0	2	5	1	0
10670	5	8	0	0	2	7	2	4
10681	5	3	0	0	1	6	1	2
107546	20	12	0	0	4	21	2	8
107556	19	8	0	0	4	23	8	3
10716	20	7	0	0	3	24	0	3
10652	13	13	3	0	4	12	2	14
10653	7	6	1	0	0	6	0	9
10881	6	1	0	0	0	5	0	0
10952	6	14	0	0	1	15	1	2
10954	9	7	1	0	3	15	0	0
11003	9	9	0	0	3	14	2	0
11141	13	13	6	0	5	9	3	11
11142	42	44	9	0	21	30	20	32
11144	7	1	3	0	3	10	3	0
112316	24	22	0	0	3	17	6	0
113016	23	23	3	0	3	28	25	7
11334	18	17	3	0	4	30	25	6
113420	10	9	1	0	0	14	8	1

Figure VIII

PROJECT FOLLOW-THROUGH
HOLDING POWER ANALYSIS
FALL - SPRING 68/69

MAJOR CODE		GOLDEN WEST COLLEGE				ORANGE COAST COLLEGE			
		RETURNING	%	NON-RET.	%	RETURNING	%	NON-RET.	%
000			.0		.0	1	50.0	1	50.0
101	Agriculture		.0		.0	6	17.6	28	82.4
102	Agri-Business		.0		.0	5	71.4	2	28.6
103	Agronomy		.0		.0	2	100.0		.0
104	Grounds Maintenance		.0		.0	9	56.3	7	43.8
105	Ornamental Horticulture		.0		.0	3	75.0	1	25.0
112			.0		.0		.0	1	100.0
201	Accounting	13	81.3	3	18.8	18	43.9	23	56.1
202	Business Administration	87	70.7	36	29.3	135	57.9	98	42.1
203	Data Processing	3	75.0	1	25.0	82	67.8	39	32.2
204	General Office Practice		.0		.0	15	68.2	7	31.8
205	Grocery Merchandising & Management	1	50.0	1	50.0		.0		.0
206	Insurance		.0		.0	1	100.0		.0
207	Business Management & Retailing	11	64.7	6	35.3	35	63.6	20	36.4
208	Real Estate		.0		.0	3	60.0	2	40.0
209	Escrow Management		.0		.0	1	100.0		.0
210	Secretarial Science	36	73.5	13	26.5	39	52.7	35	47.3
211	Travel Agency		.0		.0		.0	3	100.0
213	Office Technician		.0		.0		.0	1	100.0
214	Sales & Marketing Management		.0		.0	1	20.0	4	80.0
233			.0		.0		.0	1	100.0
301	English	41	85.4	7	14.6	52	63.4	30	36.6
302	Foreign Language	11	55.0	9	45.0	18	72.0	7	28.0
303	Journalism	9	81.8	2	18.2	8	50.0	8	50.0
304	Library Science	1	100.0		.0		.0	2	100.0
305	Speech	2	66.7	1	33.3	8	57.1	6	42.9
306			.0		.0	1	100.0		.0
309			.0		.0	1	100.0		.0
312			.0		.0	1	100.0		.0
401	Airline Stewardess Training		.0		.0	35	60.3	23	39.7

Figure IX

PROJECT FOLLOW-THROUGH
FOLLOW-UP QUESTIONNAIRE
5/01/69

	Frequency	Percent
NUMBER OF STUDENTS ATTENDING ORANGE COAST OR GOLDEN WEST		
DAY COLLEGE	37	11
EVENING COLLEGE	39	11
1. DID YOU COMPLETE YOUR JUNIOR COLLEGE PROGRAM WHILE AT GOLDEN WEST OR ORANGE COAST COLLEGE?		
YES	13	5
NO	234	95
	247	
2. IF YOU ARE NOW ENROLLED IN COLLEGE, IN WHAT TYPE OF PROGRAM ARE YOU ENGAGED?		
TWO-YEAR COMMUNITY OR JUNIOR COLLEGE	21	6 (of 333)
FOUR-YEAR COLLEGE	34	10 (of 333)
VOCATIONAL OR OCCUPATIONAL PROGRAM	4	
PROGRAM LEADING TO AN AA DEGREE OR JUNIOR COLLEGE CERTIFICATE OF ACHIEVEMENT	1	
PROGRAM LEADING TO A BACHELOR'S DEGREE OR HIGHER DEGREE	3	
TAKING COURSES SPECIFICALLY TO HELP ME IN MY PRESENT JOB	1	
TAKING COURSES REQUIRED FOR MY DEGREE OR CERTIFICATE PROGRAM	1	
TAKING COURSES FOR GENERAL INTEREST AND SELF-IMPROVEMENT	1	
TAKING COURSES AND WORKING PART TIME (LESS THAN 30 HOURS PER WEEK)	0	
I AM NOT ENROLLED IN COLLEGE COURSES AT THIS TIME	278	84 (of 333)
	344	
3. IF YOU ARE NOT ENROLLED IN COLLEGE, DO YOU INTEND TO ENROLL?		
NEXT SEMESTER	82	44
AFTER TWO YEARS	16	8
WITHIN ONE YEAR	30	16
AFTER IF FINISH SERVICE IN THE ARMED FORCES	27	14
WITHIN TWO YEARS	16	8
NEVER	18	10
	189	

Figure X (Page 1)

	Frequency	Percent
4. ARE YOU PRESENTLY SEEKING FULL- OR PART-TIME WORK?		
YES	91	42
NO	140	58
	231	
5. IF YOU ARE WORKING FULL TIME (OR IN THE ARMED SERVICES) 30 OR MORE HOURS PER WEEK, ARE YOU WORKING		
IN AN OCCUPATION FOR WHICH YOU RECEIVED TRAINING IN JUNIOR COLLEGE?	11	6
IN AN OCCUPATION RELATED TO THE TRAINING YOU RECEIVED IN JUNIOR COLLEGE?	15	8
IN AN OCCUPATION UNRELATED TO MY JUNIOR COLLEGE TRAINING	102	54
I AM NOT WORKING FULL TIME	61	32
	189	
6. IF YOU WERE ENROLLED IN AN OCCUPATIONAL OR VOCATIONAL PROGRAM WHILE IN JUNIOR COLLEGE, DID THE OCCUPATIONAL TRAINING YOU RECEIVE:		
HELP YOU GET A NEW JOB?	8	12 (of 66)
HELP YOU GET A PROMOTION OR A BETTER JOB?	7	12 (of 66)
MY TRAINING DID NOT HELP ME GET A JOB OR A PROMOTION	46	74 (of 62)
I WAS NOT ENROLLED IN AN OCCUPATIONAL PROGRAM	112	66 (of 174)
I WAS ENROLLED IN AN OCCUPATIONAL PROGRAM AND AM NOW ATTENDING A FOUR-YEAR COLLEGE	1	2 (of 66)
	174	
7. IF YOU WERE ENROLLED IN A TRANSFER PROGRAM WHILE IN JUNIOR COLLEGE, DID YOU		
TRANSFER AS A FRESHMAN TO A FOUR-YEAR COLLEGE?	9	8 (of 112)
TRANSFER AS A SOPHMORE TO A FOUR-YEAR COLLEGE?	8	7 (of 112)
TRANSFER AS A JUNIOR TO A FOUR-YEAR COLLEGE?	10	9 (of 112)
TRANSFER AS A SENIOR TO A FOUR-YEAR COLLEGE?	1	1 (of 112)
FIND YOUR JUNIOR COLLEGE WORK TO BE OF GREAT VALUE?	9	8 (of 112)
FIND YOUR JUNIOR COLLEGE WORK TO BE OF MODERATE VALUE?	17	15 (of 112)
FIND YOUR JUNIOR COLLEGE WORK TO BE OF MINIMUM VALUE?	9	8 (of 112)
FIND YOUR JUNIOR COLLEGE WORK TO BE OF NO VALUE	10	9 (of 112)
I WAS ENROLLED IN A TRANSFER PROGRAM BUT I HAVE NOT ENTERED A FOUR-YEAR COLLEGE	39	35 (of 112)
I WAS NOT ENROLLED IN A TRANSFER PROGRAM	232	67 (of 344)
	344	

Figure E (Page 2)

	Frequency	Percent
8. IN GENERAL, HOW WOULD YOU RATE YOUR JUNIOR COLLEGE EXPERIENCE?		
OF GREAT VALUE	68	33
OF MODERATE VALUE	77	37
OF LIMITED VALUE	38	18
OF NO VALUE	23	12
	206	
9. WHAT IS THE MOST IMPORTANT CHANGE IN YOUR LIFE THAT HAS BEEN BROUGHT ABOUT AS A RESULT OF YOUR JUNIOR COLLEGE EXPERIENCE?		
SOCIAL (INCLUDING MARRIAGE)	7	5
OCCUPATIONAL, PROFESSIONAL OR ECONOMIC	17	13
EDUCATIONAL	33	25
CULTURAL	9	7
GENERAL INTEREST, VALUE	1	
PERSONAL GROWTH, RESPONSIBILITY	19	14
COUNSELING, GUIDANCE	0	
DRAFT AVOIDANCE OR FAILURE TO AVOID DRAFT	6	5
NO HELP OR CHANCE	35	27
OTHER	4	4
	131	
10. IN WHAT WAYS HAS YOUR JUNIOR COLLEGE EXPERIENCE ASSISTED YOU IN WHAT YOU ARE NOW DOING?		
SOCIAL (INCLUDING MARRIAGE)	10	8
OCCUPATIONAL, PROFESSIONAL OR ECONOMIC	13	10
EDUCATIONAL	31	24
CULTURAL	4	
GENERAL INTEREST, VALUE	1	
PERSONAL GROWTH, RESPONSIBILITY	9	7
COUNSELING, GUIDANCE	0	
DRAFT AVOIDANCE OR FAILURE TO AVOID DRAFT	2	
NO HELP OR CHANCE	55	42
OTHER	5	
	132	

	Frequency	Percent
11. IN WHAT WAYS DO YOU BELIEVE JUNIOR COLLEGE SHOULD HAVE ASSISTED YOU BUT DID NOT?		
SOCIAL (INCLUDING MARRIAGE)	3	3
OCCUPATIONAL, PROFESSIONAL OR ECONOMIC	9	9
EDUCATIONAL	19	20
CULTURAL	0	
GENERAL INTEREST, VALUE	0	
PERSONAL GROWTH, RESPONSIBILITY	5	5
COUNSELING, GUIDANCE	12	13
DRAFT AVOIDANCE OR FAILURE TO AVOID DRAFT	2	2
NO HELP OR CHANGE	34	36
OTHER	11	12
	95	
12. WHAT ONE JUNIOR COLLEGE EXPERIENCE DID YOU FIND MOST USEFUL AND BENEFICIAL?		
SPECIFIC CLASS, SUBJECT, OR ASSIGNMENT	43	40
HOMEWORK, STUDY	3	2
COUNSELING	6	6
INDIVIDUAL TEACHER	7	7
ACTIVITIES AND P.E.	2	2
DROPPING OUT OF COLLEGE	0	
INDEPENDENCE, ADULT RESPONSIBILITY	7	7
SOCIAL EXPERIENCES	9	8
NONE OR NO EXPERIENCE	18	17
OTHER	12	11
	107	
13. WHAT ONE JUNIOR COLLEGE EXPERIENCE DID YOU FIND LEAST USEFUL AND BENEFICIAL?		
SPECIFIC CLASS, SUBJECT, OR ASSIGNMENT	25	25
HOMEWORK, STUDY	0	
COUNSELING	2	2
INDIVIDUAL TEACHER	2	2
ACTIVITIES AND P.E.	14	14
DROPPING OUT OF COLLEGE	3	3
INDEPENDENCE, ADULT RESPONSIBILITY	0	
SOCIAL EXPERIENCES	0	
NONE OR NO EXPERIENCE	25	25
OTHER	29	29
	100	

PROJECT FOLLOW-THROUGH
COMPARATIVE REPORT
FALL - SPRING 68/69

	ORANGE COAST COLLEGE					GOLDEN WEST COLLEGE				
	RETURNING	%	NON-RET.	%	SL	RETURNING	%	NON-RET.	%	SL
ETHNIC BACKGROUND										
AMERICAN INDIAN	39	1.9	95	5.6	.01			28	8.2	.01
AMERICAN NEGRO	33	1.6	11	.6	.01	13	1.3	4	1.1	
PHILIPPINO AMERICAN	8	.3	8	.4		5	.5	1	.2	
ORIENTIAL AMERICAN	7	.3	11	.6		6	.6	1	.2	
MEXICAN AMERICAN	10	.4	11	.6		7	.7	3	.8	
SPANISH AMERICAN	33	1.6	26	1.5		13	1.3	4	1.1	
FOREIGN STUDENT	7	.3	2	.1		1	.1		.0	
OTHER	427	20.9	400	23.9		110	11.3	41	12.0	
NO ANSWER	1,354	66.5	1,104	66.1	.01	772	79.9	259	75.9	.01
MARITAL STATUS										
MARRIED	206	10.1	188	11.2		64	6.6	50	14.6	.01
SINGLE	1,498	73.6	943	56.5	.01	485	50.2	175	51.3	
DIVORCED	17	.8	21	1.2		3	.3	4	1.1	
WIDOWED	5	.2	3	.1		1	.1		.0	
NO ANSWER	308	15.1	513	30.7	.01	413	42.7	112	32.8	.01
FAMILY INCOME										
LESS THAN $3,000	41	2.0	27	1.6		13	1.3	4	1.1	
BETWEEN $3,000 and $6,000	181	8.8	128	7.6		57	5.9	23	6.7	
BETWEEN $6,000 and $10,000	422	20.7	277	16.5	.01	166	17.1	64	18.7	
BETWEEN $10,000 and $15,000	526	25.8	340	20.3	.01	197	20.3	73	21.4	
OVER $15,000	363	17.8	241	14.4	.01	77	7.9	43	12.6	.05
NO ANSWER	501	24.6	655	39.2	.01	456	47.2	134	39.2	.05

SL -- SIGNIFICANT LEVEL

FIGURE XI

	ORANGE COAST COLLEGE					GOLDEN WEST COLLEGE				
	RETURNING	%	NON-RET.	%	SL	RETURNING	%	NON-RET.	%	SL
REASON FOR CHOOSING A PARTICULAR COMMUNITY COLLEGE										
CLOSE TO HOME	804	39.5	557	33.3	.01	345	35.7	141	41.3	
HIGH SCHOOL PRESENTATION BY COLLEGE	28	1.3	16	.9		4	.4	1	.2	
FRIEND'S ADVICE	196	9.6	141	8.4		20	2.0	9	2.6	
PARENT'S OR GUARDIAN'S ADVICE	53	2.6	44	2.6		11	1.1	4	1.1	
HIGH SCHOOL COUNSELOR'S ADVICE	79	3.8	47	2.8		12	1.2	4	1.1	
COLLEGE COUNCELOR'S ADVICE	29	1.4	23	1.3		1	.1	1	.2	
OWN DETERMINATION	1	.0		.0		3	.3		.0	
OTHER	527	25.9	318	19.0	.01	157	16.2	69	20.2	
NO ANSWER	317	15.5	522	31.2	.01	413	42.7	112	32.8	.01
SEX										
MALE	1,293	63.5	990	59.3	.01	569	58.9	224	65.6	.01
FEMALE	741	36.4	678	40.6	.01	397	41.0	116	34.0	.01
NO ANSWER		.0		.0			.0		.0	
BASIS FOR PICKING MAJOR OR VOCATION										
HIGH SCHOOL PRESENTATION BY COLLEGE	36	1.7	17	1.0		18	1.8	8	2.3	
FRIEND'S ADVICE	83	4.0	45	2.6	.05	24	2.4	6	1.7	
PARENT'S OR GUARDIAN'S ADVICE	150	7.3	83	4.9	.01	40	4.1	16	4.6	
HIGH SCHOOL COUNCELOR'S ADVICE	72	3.5	49	2.9		46	4.7	10	2.9	
COLLEGE INSTRUCTOR'S ADVICE	6	.2	8	.4			.0		.0	
OWN DETERMINATION	2	.0		.0		4	.4		.0	
OTHER	1,072	52.7	687	41.1	.01	371	38.4	155	45.4	.05
NOT DECIDED ON MAJOR	116	5.7	132	7.9	.01	4	.4	1	.2	
NO ANSWER	449	22.0	608	36.4	.01	442	45.7	137	40.1	

SL -- SIGNIFICANT LEVEL

FIGURE XI (Continued)

	ORANGE COAST COLLEGE					GOLDEN WEST COLLEGE				
	RETURNING	%	NON-RET.	%	SL	RETURNING	%	NON-RET.	%	SL
ENROLLMENT PLAN										
TWO-YEAR DEGREE	600	29.4	365	21.8	.01	127	13.1	66	19.3	.01
TRANSFER PROGRAM	921	45.2	555	33.2	.01	405	41.9	129	37.8	
COMPLETION CERTIFICATE	54	2.6	74	4.4	.01	10	1.0	8	2.3	
APPRENTICE PROGRAM	6	.2	4	.2			.0	1	.2	
HIGH SCHOOL DIPLOMA	18	.8	30	1.7	.05		.0	2	.5	.05
GENERAL INTEREST	52	2.5	42	2.5			.0	1	.2	
NO ANSWER	350	17.2	557	33.3	.01	418	43.2	114	33.4	.05
TRANSFER PLANS										
NON-TRANSFER	429	21.0	357	21.4		124	12.8	80	23.4	.01
CALIFORNIA STATE COLLEGE	864	42.4	413	24.7	.01	441	45.6	131	38.4	.05
CALIFORNIA STATE UNIVERSITY	255	12.5	134	8.0	.01	82	8.4	21	6.1	
PRIVATE CALIFORNIA COLLEGE OR UNIVERSITY	89	4.3	64	3.8		27	2.7	6	1.7	
OUT-OF-STATE COLLEGE OR UNIVERSITY	89	4.3	77	4.6		37	3.8	22	6.4	.05
NO ANSWER	308	15.1	623	37.3	.01	255	26.3	81	23.7	
BASIS FOR PICKING FOUR-YEAR SCHOOL										
CLOSE TO HOME	2	.0	35	2.0	.05	2	.2		.0	
HIGH SCHOOL PRESENTATION BY COLLEGE	2	.0	5	.2			.0		.0	
FRIEND'S ADVICE	1	.0	23	1.3			.0		.0	
PARENT'S OR GUARDIAN'S ADVICE	1	.0	21	1.2		1	.1		.0	
HIGH SCHOOL COUNCELOR'S ADVICE	1	.0	7	.4			.0		.0	
COLLEGE COUNCELOR'S ADVICE		.0	16	.9			.0		.0	
COLLEGE INSTRUCTOR'S ADVICE		.0	8	.4		1	.1		.0	
OWN DETERMINATION		.0		.0		1	.1		.0	
NOT DECIDED	8	.3	99	5.3		2	.2		.0	
OTHER	1	.0	50	2.9	.05	3	.3		.0	
NO ANSWER	2,019	99.2	1,413	84.7	.01	956	98.9	341	.0	

SL -- SIGNIFICANT LEVEL

FIGURE XI (Continued)

	ORANGE COAST COLLEGE					GOLDEN WEST COLLEGE				
	RETURNING	%	NON-RET.	%	SL	RETURNING	%	NON-RET.	%	SL
NUMBER OF HOURS SPENT WORKING PER WEEK										
ZERO	620	30.4	361	21.6	.01	240	24.8	76	22.2	
1-10	124	6.0	64	3.8	.01	57	5.9	19	5.5	
11-20	319	15.6	176	10.5	.01	159	16.4	62	18.1	
21-30	273	13.4	186	11.1	.05	145	15.0	51	14.9	
31-40	164	8.0	126	7.5		44	4.5	34	9.9	.01
MORE THAN 40	109	5.3	74	4.4		27	2.7	16	4.6	
NO ANSWER	425	20.8	681	40.8	.01	294	30.4	83	24.3	.05
FIELD IN WHICH WORKING IS:										
MAJOR FIELD	44	2.1	44	2.6		19	1.9	20	5.8	.01
FIELD RELATED TO MAJOR	43	2.1	30	1.7		12	1.2	12	3.5	.05
FIELD UNRELATED TO MAJOR	255	12.5	148	8.8	.01	95	9.8	34	9.9	
WORKING LESS THAN 30 HOURS	245	12.0	133	7.9	.01	116	12.0	47	13.7	
NO ANSWER	302	14.8	620	37.1	.01	253	26.1	81	23.7	.05
CAREER OBJECTIVE										
PROFESSIONAL (5 OR MORE YEARS OF COLLEGE)	405	19.9	248	14.8	.01	199	20.6	63	18.4	
EDUCATOR	216	10.6	105	6.2	.01	127	13.1	33	9.6	
MILITARY	25	1.2	5	.2	.01	1	.1	2	.5	
TECHNICIAN	115	5.6	33	1.9	.01	34	3.5	22	6.4	.05
ATHLETE	12	.5	3	.1		8	.8	1	.2	
CORPORATE EXECUTIVE	55	2.7	42	2.5		21	2.1	6	1.7	
FINE ARTS	135	6.6	71	4.2	.01	43	4.4	22	6.4	
TRADESMAN OR JOURNEYMAN	22	1.0	12	.7		8	.8	5	1.4	
SELF EMPLOYED	84	4.1	50	2.9		23	2.3	15	4.3	
OTHER	911	44.7	1,059	63.4	.01	490	50.7	163	47.8	

SL -- SIGNIFICANT LEVEL.

FIGURE XI (Continued)

	ORANGE COAST COLLEGE					GOLDEN WEST COLLEGE				
	RETURNING	%	NON-RET.	%	SL	RETURNING	%	NON-RET.	%	SL
BASIS FOR PICKING CAREER OBJECTIVE										
PARENT'S OR GUARDIAN'S ADVICE	102	5.0	49	2.9	.01	36	3.7	13	3.8	
FRIEND'S ADVICE	28	1.3	14	.8		15	1.5	2	.5	
COLLEGE COUNCELOR'S ADVICE	23	1.1	20	1.1		23	2.3	10	2.9	
COLLEGE INSTRUCTOR'S ADVICE	7	.3	4	.2		7	.7	3	.8	
ADVICE OF HIGH SCHOOL TEACHER OR COUNSELOR	35	1.7	35	2.0		30	3.1	10	2.9	
OWN DETERMINATION	1,120	55.0	658	39.4	.01	452	46.7	167	48.9	
OTHER	103	5.0	56	3.3	.05	37	3.8	10	2.9	
UNDECIDED ON CAREER OBJECTIVE	250	12.2	179	10.7		100	10.3	37	10.8	
NO ANSWER	366	17.9	653	39.1	.01	266	27.5	89	26.0	
COMPLETE JUNIOR COLLEGE PROGRAM THIS SEMESTER										
YES	118	5.8	177	10.6	.01	103	10.6	61	17.8	.01
NO	1,550	76.2	829	49.7	.01	599	62.0	189	55.4	
NO ANSWER	302	14.8	622	37.2	.01	253	26.1	81	23.7	
EDUCATIONAL BENEFITS ELEGIBLE TO RECEIVE										
1966 G.I. BILL	210	10.3	126	7.5	.01	47	4.8	32	9.3	.01
VET DEPENDENT	48	2.3	25	1.4		17	1.7	3	.8	
WAR ORPHAN	10	.4	6	.3		6	.6	1	.2	
VOCATIONAL REHABILITATION	6	.2	6	.3		2	.2	2	.5	
DISABLED VET	4	.1	2	.1			.0		.0	
SCHOLARSHIP	4	.1	15	.8	.01	3	.3		.0	
OTHER	36	1.7	20	1.1		9	.9	3	.8	
NONE	1,716	84.3	1,468	88.0	.01	882	91.3	300	87.9	

SL -- SIGNIFICANT LEVEL

FIGURE XI (Continued)

	ORANGE COAST COLLEGE					GOLDEN WEST COLLEGE				
	RETURNING	%	NON-RET.	%	SL	RETURNING	%	NON-RET.	%	SL
EVER BEEN OR ARE PRESENTLY ENROLLED IN A VOCATIONAL PROGRAM										
YES	80	3.9	62	3.7		25	2.5	15	4.3	
NO	1,491	73.3	1,015	60.8	.01	470	48.6	201	58.9	.01
NO ANSWER	463	22.7	591	35.4	.01	471	48.7	125	36.6	.01
HIGH SCHOOL MAJOR										
COLLEGE PREPARATORY	20	.9	318	19.0	.01	16	1.6		.0	.05
VOCATIONAL	8	.3	121	7.2	.01	3	.3	1	.2	
NO ANSWER	2,006	98.6	1,229	73.6	.01	947	98.0	340	99.7	.05

SL — SIGNIFICANT LEVEL

FIGURE XI

END 70 8 01

APPLICATION FOR APPROVAL OF TRADE AND TECHNICAL EDUCATION CLASSES

SCHOOL YEAR 1968-1969

GOLDEN COAST JUNIOR COLLEGE DISTRICT

YEAR APPRENTICE

CLASS NUMBER	TYPE OF CLASS	COURSE TITLE	COURSE CODE NUMBER	INSTRUCTOR NAME	TYPE OF CREDENTIAL HELD	HOURS PER WEEK CLASS MEETS	COURSE OUTLINE	ADVISORY COMMITTEE
21570	C-P	AUTO. TECH. 70 AB	170502	FANNING, RICHARD O.	SD VOC	5.0	21570	02
22150	C-P	BLD. TR. 50 AF	171004	HEUN, JOSEPH C.	SD VOC	4.0	22150	12
22160	C-P	BLD. TR. 60 AH	171021	COCHRAN, ROBERT W.	CLASS B	5.0	22160	06
22160	C-P	BLD. TR. 60 AH	171001	DENISON, FRANK C. JR.	SDS	5.0	22160	06
22160	C-P	BLD. TR. 60 AH	171001	POTTER, JOHN P.	CLASS D	5.0	22160	06
22170	C-P	BLD. TR. 70 AD	160103	LEGER, DONALD E.	SD BUS	4.0	22170	01
22172	C-P	BLD. TR. 72 AB	171009	BATES, NEIL W.	CLASS D	3.0	22172	04
22250	C-P	DRAFTSMANSHIP AF	172103	ABERNATHY, ELLIS JR.	CLASS A	5.0	22250	11
22250	C-P	DRAFTSMANSHIP AF	172303	COX, FLOYD W.	SD VOC	5.0	22250	11
22250	C-P	DRAFTSMANSHIP AF	172303	SHIELDS, JACK D.	SD VOC	5.0	22250	11
22270	C-P	MACHINE TR. 70 AB	171003	CRUSE, WILLIAM L.	SD VOC	5.0	22270	08
22276	C-P	MACHINE TR. 76 AB	171003	AUSTIN, DAVID E.	SD VOC	5.0	22276	08
22277	C-P	MACHINE TR. 77 AB	171003	AUSTIN, DAVID E.	SD VOC	5.0	22277	08

Figure 321